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ABSTRACT

"Teachable Moments" are teaching aids about global perspectives in education. Number 1 explores disparity between what people say and what they think and do. Number 2 requires students to compare objects/concepts to illustrate that some see only differences, others see only similarities, and some see both. Number 3 examines growing global interconnectedness and its impact on students' lives. Number 4 questions "What can one person do?" Number 5 addresses the problem of knowing the world. Number 6 describes how students can encounter diversity and multiple perspectives close to home. Number 7 explores student ideas about heroism. Number 8 uses 1986's top news stories to stimulate discussion. Number 9 addresses women's global issues. Number 10 deals with the meaning attached to the symbols and logos of organizations sponsoring international projects. Number 11 discusses the classroom use of the television show "60 Minutes." Number 12 teaches students to care more about their world. Number 13 helps teachers to get to know their students. Number 14 discusses the fact that knowledge does not always determine behavior. Number 15 uses the book "A Day in the Life of America" to acquaint students with their fellow citizens. Number 16 explores the state of the world and perspective consciousness. Number 17 addresses the myth that newspapers tell the whole story. Number 18 helps students see the world in depth, instead of superficially. Number 19 illustrates people's tendency to overlook the obvious. Number 20 allows students to design and manipulate calendars to explore multiple perspectives. (GEA)

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ED308136

by Jan Drum and George Otero

Issues 1-20

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Teachable Moments

A quick reference and teaching aid about global perspectives in education, focusing on
- **developing perspective consciousness**
- **increasing state-of-planet awareness**
- **valuing diversity**
- **living responsibly with others**
- **building the capacity to change**
- **understanding world issues and trends**

Do We Mean What We Say?

A couple of years ago, at the Global Crossroads, Tom Hampson and I (Jan) were sitting next to one another at dinner, swapping stories. I lightheartedly remarked to him that someday he would have to tell me his life's story. And he did, starting right then. He acted as though I meant what I said and as a result, we have built a firm, ongoing friendship.

One of the most interesting arguments I was ever a part of began when I responded to a woman who kept prefacing her comments on my work with, "I don't mean to criticize but ..." After about the third time she said that, I interrupted her and said, "Yes, you do mean to criticize, and in fact you are and in fact I'm offended." She went off in a huff. And I had to live with the consequences of asking someone to act like they meant what they said:

My daughter got an "A" on a theme describing the way I taught her to drive with suppressed screams and white knuckles and feet braced against the floor board, repeating over and over again in sharp contrast to my behavior, "Alice, you're doing just fine."

I worry sometimes that we've become so accustomed to this disparity between what we say and what we do that it's become almost impossible to think clearly about what's going on in the world.

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- There are many instances when I wished people acted like they meant what they said. Perhaps you might explore the following possibilities with your students.

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— If my banker really meant it when he says, "We want to do what's good for you," what would happen?

— If the football coach really meant it when he says, "My most important job is to help build the character of these young men," what would happen?

— If our governor really meant it when he said, "Education is the first priority for our state," what would happen?

— People say to me all the time, "No one really wants war." If that were true, how would the world work?

— If Gorbachev acted like he meant it when he says that the Soviet people really want peace, what would happen?

— If the president acted like he meant it when he says that the U.S. is committed to the support of the U.N., how might our policies change?

I'll bet by now you've thought of a lot of examples of your own that would work in this format, and I'm certain that your students can come up with a great many similar ideas.

- Another approach for studying this idea can be found in the rock song, "Say what you mean, and mean what you say" by The Fixx. Students could pick out slides to make a slide show to go with the music or produce a video, MTV style.

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Similarities and Differences

An Elderhostel participant told me (George) about an intriguing experiment that illustrates an interesting diversity in the way people see the world. One of the first steps in developing perspective consciousness is becoming aware of our own perspectives and patterns of thinking.

In the experiment people were given any two objects to compare, from the traditional apple and orange to a dinosaur and an automobile. My friend reported that some perceptual patterns emerged. Some people usually saw differences; others tended to see the similarities; and a few of the people saw both. The patterns generally held regardless of the items being compared.

The experiment raised some questions. What might account for people using one of these perceptual modes consistently? What learning or experience determines our way of comparing? Is seeing both similarities and differences the best way to approach the world? If it is (and I think it is), can people learn to see both as a natural way of reacting? What motivates people to see only one or the other, and how might they be motivated to see both?

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- Here's how you might conduct such an experiment in your own classroom.

  — Select some pairs of items to be compared. Start with objects that fall within the animal, vegetable, mineral categories. Don't start with ideas or concepts.

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— Whether you have a few students respond in front of the class or have everyone involved in small groups, the question that everyone should answer is, "How do these two items compare?" It is important that you not mention the words "similarities" and "differences" in giving the instructions.

— Have the students' responses recorded. Then repeat the experiment with another pair of objects. After you've done this three or four times, divide the responses into two categories: similarities and differences.

— In discussion ask the students to think about these questions. How many people saw mainly similarities between items? How many saw mainly differences? How many saw nearly as many differences as similarities?

— To help the students understand the particular pattern that they demonstrated in the experiment, have them answer the following question: "What are my reasons for perceiving things the way I did"? They can list their answers in writing or share them in discussion.

— If your class is highly motivated, you could have them take quiet (almost meditative) time and think of as many answers to the question as they can. You'll probably be able to watch and tell when people have thought of answers. After a few minutes, let them share any responses they want with the group. The thrust of this approach is to avoid the quick answer and encourage students to think in depth.

- A second activity might be a discussion about the following question: "What are the advantages to seeing **both** similarities and differences"? In the world today there are many instances where comparisons occur. For example, the Soviet Union is compared to the U.S., and the Third World is compared to the First World. Do these comparisons focus on similarities, differences or both? What purpose is served by focusing in any of the three ways? Have your class practice seeing both similarities and differences with some new pairs of objects.

- Finally, have students identify the comparative pattern in a current international situation. Then have them describe the situation using different comparative patterns. For example, if they mainly see the differences between Nicaragua and El Salvador, they could practice seeing the similarities also. Or if they mainly see the similarities between the U.S. and Western Europe, they could identify some important differences.

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The World Seems to Get Larger and Smaller at the Same Time

My daughter, Lisa, took a speech course in high school. In one speech I (George) especially liked, she explored the idea that the world is getting larger in many ways while at the same time it is getting smaller. Here is an example from her speech:

> Everyday, something happens in the world that affects each and everyone of us. The world plays an important part in each of our lives. Robert Hanvey, a noted global educator, explained it this way, "We live in a number of contexts — family, community, occupation, and nation. We affect and are affected by what happens in each of these and we try to understand their workings. We also live in the world. We affect and are affected by what happens in the world and we must try and understand its workings."
>
> The world is smaller because it only takes me 12 hours to reach my friends in Japan. It is larger because of the innumerable languages each nation has.

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"Small" and "large" are two simple words that can help us examine the growing interconnectedness of our world and the impact of this interconnectedness on the lives of our students.

- We could learn a great deal about our students' perceptions of their world by having them share how they see the world getting larger and smaller.
- Or how about having them contrast ways that it's becoming both simpler and more complex?

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Since this is a particularly brief Teachable Moments, we thought we'd use the extra space to mention global education learning opportunities that will be occurring this summer.

Implementing Global Education in the Elementary Classroom

July 31 — August 5, 1987

This institute is for elementary teachers wishing to develop global education concepts into teaching units for the elementary classroom. Taos is used as a multi-cultural laboratory where aspects of concept teaching and whole-language learning can be modeled and practiced. At the institute you will have time away from your busy routine to concentrate on developing quality materials. You will experience the many cultures in and around Taos. Co-sponsored by The Center For Dialogue in Teaching and Learning and Las Palomas de Taos. Staffed by Carol Christine, Karen Smith, and George Otero. Write to Las Palomas for full brochure.

Global Realities and Education — The Fifth Annual Institute

July 26-31, 1987

The purpose of this annual institute is to meet the need of practicing global educators to increase their own expertise about the nature of our changing world and how these global realities relate to their work as educators in schools, colleges, and the community at large. Co-sponsored by The Stanley Foundation and The Center for Teaching International Relations. Staffed by George Otero, Steve Hughes, Jan Drum, and Kitty Otero.

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What Can One Person Do?

That's the question which comes to global educators probably more than any other. What follows are four stories that I (Jan) share with people in response to that question.

In the spring of 1960 I heard an interview with an Alabama college student who had just been released from jail. He'd been arrested for participating in the sit-in at a lunch counter at Woolworths in Selma, Alabama. As you remember, that was one of the first acts of civil disobedience to receive intensive press coverage. The interview took place immediately upon the young man's release from jail — before he had any idea of the furor to be created by that particular sit-in. The interviewer asked the young man why he had chosen to take part in the demonstration. His response still informs me when I think of what one person can do. He said, "I don't know. I don't think it will amount to anything, but it was just something I had to do."

My friend Tom Hampson tells the story of a very old monk who carved rosaries. Tom said the rosaries weren't particularly beautiful works of art but were nice sturdy rosaries, and rosaries are a religious artifact that have brought comfort to lots of people over many, many generations. This elderly monk began carving the rosaries as the result of a promise he made to God. As a young man he'd been ill and had promised God that if he recovered, he'd carve rosaries as an act of thanksgiving and give them away. The old monk had probably carved and given away 30,000 rosaries.

In Burlington, Iowa, one woman started a drive to get the city council to ratify the Universal Declaration of Human Rights. This declaration has been in existence for a long time, a product of the United Nations. Many nations have ratified it, but the U.S. Congress has not. That's a fact that seems ironic since our Constitution contains a Bill of Rights. Anyway, in Burlington, there are now many people trying to get the city council to ratify the Declaration of Human Rights. I imagine the idea spreading to cities all over the country where city councils choose to follow Burlington's lead. If the majority of cities and the majority of states in the United States ratified the declaration, what would that mean for the U.S. Congress?

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Another example of a single individual taking action is the woman in our town who regularly marches with a placard outside meetings for political candidates who don't support her right-to-life position.

Stories such as these raise questions for me:

— What if these people had not chosen to do what they did?

— How many lives do you suppose their actions affected?

— Is what they did important?

— What belief must have prompted the action?

— Was the action worth the risks?

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Here are some activities you might do with your students to explore what one person can do:

- Share one of the anecdotes I've offered or one of your own. Have the students note the questions that such stories raise for them. You could use the sample questions I included as thought generators. Then discuss some of those questions with the students.

- Maybe your students have stories like these to share. They could write an essay, give a speech, or work in pairs and trios to share their stories.

- Another good story for addressing this question is Sadako and the Thousand Paper Cranes by Eleanor Coerr, available from Dell Publishing, P.O. Box 3000, Pine Brook, NJ 07058.

- A good resource for what one person can do is The Giraffe Project Inc., Box 759, Langley, WA 98260, (1-800-344-8255). Nationally the Giraffe Project looks for and acknowledges people who are willing to stick out their necks. You could do the same in your school with a bulletin board or school paper.

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The Problem of Knowing the World

A teacher in an alternative school in Las Cruces, New Mexico, asked her students what five topics interested them the most right now. They said:

— Nuclear waste disposal in Southern New Mexico
— World hunger
— Reagan's budget cuts
— Legalization of marijuana
— Nuclear warfare

She was surprised. I (George) guess she thought kids would be interested in a world closer at hand. Then again, maybe that is the world close at hand to those students.

Global educators take on a big task, helping students know the world, because it raises some difficult questions:

1. What's worth knowing about the world?
2. What is possible to know?
3. Are there basic things about the world that everyone should know?

As Annie Dillard says in Living By Fiction:

> Any penetrating interest in anything ultimately leads to what used to be called epistemology. If you undertake the least mental task — if you so much as try to classify a fern — you end up agog in the lap of Kant. For in order to know anything for certain, we must first examine the mind's own way of knowing. And how on earth do we propose to do that?

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Here's what two other interesting thinkers say about what people can know of the world.

In The Crack in the Cosmic Egg, Joseph Chilton Pearce offers this observation on the mind's way of knowing:

> There is a relationship between what we **think** is out there in the world and what we **experience** as being out there. There is a way in which the energy of thought and the energy of matter modify each other and interrelate. A kind of rough mirroring takes place between our mind and our reality.
>
> We cannot stand outside this mirroring process and examine it, though, for we are the process, to an unknowable extent.

Krishnamurti says, "You are the World."

It seems that a hard question has become more difficult. No wonder nobody majors in epistemology any more. Yet, the question of what's worth knowing about the world remains.

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Here are some ways you might approach such an apparently overwhelming challenge.

- Of course, you can try the activity that the teacher from Las Cruces found so surprising.
- Don't try to solve the problem of knowing the world for the students. Let them struggle with questions 1, 2, and 3 from page 1. The above quotes might be good springboards for discussion, or perhaps you or your students could find other quotes on knowing that you prefer.
- If your students are ambitious, they might want to read more extensively from the authors quoted previously. Here are some sources:

  Annie Dillard, "The Problem of Knowing the World," Living By Fiction.

  Joseph Chilton Pearce, The Crack in the Cosmic Egg, Challenging Constructs of Mind and Reality, 1971.

  J. Krishnamurti, You Are The World, Harper and Row, 1972.

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Probably by now you've guessed our answer to these questions. To our way of thinking, the student and not the world is the subject of global education.

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Finding Diversity at Home

I (Jan) had worked as a global educator for a number of years before I'd had much experience in international travel. I used to tell people that I was living proof that a person could be open to multiple perspectives and be a global educator even without extensive global experience. The truth is, though, I feel a lot more confident making that claim now that I've had an opportunity to do a bit of traveling myself.

But the fact is that most of us are going to be working with students who don't have many opportunities to travel internationally. It seems to me that part of our job in opening them to multiple perspectives is to give them the opportunity to encounter diversity at home. An assumption I'm making is that living with diversity is a fact of modern life, and if we see diversity as a positive aspect of life, we'll grow and learn from it.

I live in Iowa, a state that is pretty homogeneous. In fact, no Congressional District in Iowa has a minority population of more than five percent. When my friend, Bob Freeman, came to Iowa for a teacher's conference, he asked a group of teachers from northeast Iowa what was the largest minority in their area. They told him it was Lutherans.

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In spite of our homogeneity, I've uncovered a number of ways to explore diversity with kids. Here are some of them:

- We designed a treasure hunt that takes the participants into places in our community that they may not be accustomed to visiting (the police station for example). At each place they collect their next clue from a local citizen who is not native-born. We have ten stops on the treasure hunt and ten different birthplaces represented.

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- Within an hour or so of our town, there are sizable communities that represent four different cultures. At the nearby Amana Colonies, there is a well-preserved German culture; in Iowa City there is a large community of Chinese who take great care to preserve their native culture; even closer at hand is a recently developing Laotian community; and in our town there is a large Hispanic population. Over the years we have found opportunities to interact with each of these groups.

- Two groups of local people have interesting international perspectives to share: (1) some sensitive Vietnam veterans and (2) returned Peace Corps volunteers. When they are part of a program, I ask them to address the following questions:
  - What surprised you most in your overseas experience?
  - What are some things you learned from the other culture?
  - What are the two or three things you most want to tell Americans now that you've returned?

- A couple of years ago Bob Erickson, from the Minnesota Global Education Center, worked with a very lively group of Iowa teachers. Here are a few of the ideas they suggested for finding diversity at home:
  - Plan a trip to some other part of the world. (You don't even have to go; just plan it.)
  - Trace the origins of the names of the Iowa football team members.
  - Take slides of places in your community that display foreign influence.
  - Make a list of global connections reported in the newspaper (for example, "Local Business Opens Branch in Shanghai").
  - Look at the labels of clothes in your closet. Find out their origins.
  - Find all the foreign names you can on a road map and locate the origins on a world map.

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Heroes Not Idols

Like many educators, I (Jan) was particularly struck by the space shuttle disaster because there was a teacher on board. As I think about it, I realize that probably Christa McAuliffe is one of my heroes. In a time when many people get trapped by despair I think often about the nature of heroism. What do I see as heroic behavior?

Another hero of mine is an English teacher I had when I was in high school. He had six classes a day with almost thirty students in each one. Every week, every class wrote a short essay and turned it in on Tuesday. By Friday, at the latest, all of the essays had been graded and returned. Each week some of the best were read as good examples for the rest of the class and in the course of the year, I think he managed to read work from virtually every student.

When my daughter was twelve years old, she chose the rejection of a powerful clique of her peers rather than participate in or silently tolerate their bullying of the new girl in school. Alice reported (and later the mother of the other girl called to confirm) that she said to her longtime schoolmates, "I don't care if you're never my friends again. I don't need to be friends with people who treat others the way you're treating Louisa." My daughter is one of my heroes.

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When world events seem so overwhelming, it might be encouraging and empowering for students to explore their own ideas about heroism. Here are some things they could do:

- They might list people whom they consider to be heroes. Be sure to share some of your own ideas (or you can use mine) so that they won't think just in terms of people who are dead or famous.

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- Then have kids collect photos (or slides) of current public figures (athletes, performers, politicians, etc.). Ask students to classify the figures in one of these categories--hero, victim, or fool. The discussion is especially fun if individuals perceive the same person in different categories. A follow-up discussion could address how people in other places, times, ages, and situations would do this activity. What can we learn from the different answers that emerge?

- This next activity is rather complicated, but we think it's worth the trouble. It would help students apply their learning to a global society.

  — Have students nominate and rank in order of importance, twelve "World Heroes." These should be women and men whom the students see as important "models" for the whole of humanity. Encourage students to select people whose lives and accomplishments would be useful in a school curriculum designed to help people achieve a sense of community with the whole human race.

  — Then have students collect for each person nominated: his/her birth date, historical period, a sentence or two of biography, and the student's reasons for nominating that person.

  — Compare nominations in a classroom discussion. Check to see what time periods, parts of the world, racial groups, and genders are represented most and least. Ask the students what groups would need larger representation in order to have a full picture of global society represented. Students may also want to speculate about the strengths and weaknesses of their own choices and what those choices reveal to them about the way they see the world.

- Many of them may have experienced a moment when they felt fairly heroic. (Once I gave a speech to a peace rally on the court house lawn. I thought that took a lot of courage.) Maybe your students would like to write their own stories of heroism or share them with others in conversation groups.

- Discuss with them the possibility that they might become heroes: How might it happen? Does it seem likely? Would they like to be heroes?

- In 1985 Tina Turner broke into the Top 20 with the song "We Don't Need Another Hero." Your students could listen to the song and discuss whether they agree or disagree with it. Ask such questions as: Is this a generation that doesn't have or need heroes? Is hero worship dangerous or helpful? What is the function of a hero?

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The Top News Stories of 1986

At the advent of each calendar year there is usually a time of reflecting that results in various analyses of what was most significant in the previous year. Every year since high school I've (George) eagerly searched the papers for the Associated Press list of the ten top news stories; I am fascinated to see what others see as the most important news.

Now one of my favorite year-end reflections is the 10 top news stories as seen by editors around the world which appears annually in the February issue of World Press Review. The 1986 version has been reproduced as a separate sheet for copying as a handout. This series of lists gives excellent opportunities to examine a variety of perspectives on international issues. The editors explain their survey with the following:

> This annual poll was prompted by Derek Davies, editor of the Far Eastern Economic Review of Hong Kong. In 1981, Davies lamented a "Little American Mentality" in the top 10 news stories as listed by editors who were polled by United Press International. He wrote that the UPI survey — dominated by U.S. editors — revealed a bias against events not directly linked to the U.S., and against news from the Third World. A "parade of twisted (news) values demonstrates why the Third World is resentful of the West's media," he said.

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Here are some ways to use these lists in your classroom.

- Have students either individually or in small groups compare and discuss the lists.
  - The students might take the perspective of the reporters or editors of a single list, explaining the importance of the stories they chose.

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- Ask the students which stories appear on most of the lists. Are these stories (Chernobyl for example) important to everyone for the same reasons or do they hold a different significance in different parts of the world?
- Use the lists to explore the nature of press bias. Ask the students if reading the lists helps them to see the particular bias behind any one of the lists. Have them share their perceptions as to the specific foreign policy goals or national priorities that determine how each journalist or editor viewed the top stories of the year.

- The lists can be used with maps. Have the students note on a world map where the stories occurred and/or originated. (Use a different colored pencil for each story.)
  - Which countries were the source of the most news?
  - Which stories affected more than one country?

  Or you could use different colors for each list and see how they compare geographically.

- This year's lists contained more of the same stories than in past years. Perhaps your students could find the lists from previous February issues of World Press Review. Noting the similarities in the lists, one foreign journalist said that 1986 was a year of significant "turning points," or "megaevents." Ask students what factors might make an event a global "megaevent" or "turning point" in global history. Are there reasons other than the fact that journalists all over the world see the event as important?

- Students could make their own lists. They don't have to confine themselves to the stories already listed. Since 1986 is often the distant past for students, why not have them create a list of the top 10 stories so far in 1987? Each month they could update and revise the list. Separate lists for international, national, state, local, and school news could be compiled.

Note: World Press Review
The Stanley Foundation's monthly magazine features excerpts from the press outside the United States and interviews with prominent international specialists on a wide range of issues. Place subscription orders with World Press Review, 230 Park Avenue, New York, New York 10169: in the United States, $24.95 per year; in Canada, $28.95; elsewhere $44.95 air-speeded. Teachers may order at special classroom rates. Sample copies are available from the Stanley Foundation.

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Associated Press

1. *Challenger* explosion.
2. Iran arms scandal.
3. Chernobyl nuclear disaster.
4. U.S. bombing of Libya.
5. Ferdinand Marcos' ouster.
6. Tax reform in U.S.
7. Iceland summit.
8. Mideast terror.
9. War against drugs.
10. The U.S. economy.

United Press International

1. *Challenger*.
2. Chernobyl.
3. Iran arms/*contra* funding.
4. U.S. bombing of Libya.
5. Philippine revolution.
6. Income tax reform.
7. U.S. vs. Nicaragua/*contra* funding.
8. Reagan-Gorbachev summit.
9. Spread of AIDS.
10. Upheaval in South Africa/U.S. corporate disinvestment.

Gemini News Service, London
(Derek Ingram, Editor)

1. South African unrest and sanctions debate.
2. Impact of Chernobyl.
3. Spread of AIDS.
4. Reykjavik summit.
5. Release of Soviet intellectuals.
6. Aquino ousts Marcos.
7. Irangate.
8. Museveni takes over Uganda.
9. Olof Palme assassination.
10. New Zealand's nuclear stand.

Compass News Features, Luxembourg
(Gerard Loughran, Managing Editor)

1. Spread of AIDS.
2. Terrorist/anti-terrorist violence (U.S. raid on Libya, Olof Palme assassination, Karachi hijack, Paris bombings.)
3. U.S./Iran arms scandal.
4. Chernobyl.
5. U.S.-Soviet relations.
6. Removal of Marcos.
7. South Africa.
8. *Challenger* explosion.
9. Release of Andrei Sakharov from internal exile.
10. Third World debt crisis.

Asiaweek, Hong Kong
(Michael O'Neill, Editor in Chief)

1. Revolution in the Philippines.
2. Gorbachev's Vladivostok initiative toward Asia; domestic reforms; the failed summit.
3. Political liberalization in China behind economic reforms.
4. Turmoil in South Africa.
5. Reform in Vietnam.
6. Global economic pains, the yen's rise, protectionism.
7. Nuclear disaster at Chernobyl.
8. U.S. raid on Libya.
9. Iranscam.
10. *Challenger* explosion.

La Nacion, San Jose, Costa Rica
(Eduardo Ulibarri, Editor)

1. Drop in oil prices, OPEC crisis.
2. Summit in Reykjavik.
3. Decline in Reagan's influence and control due to Congressional elections, revelations on U.S.-Iran arms sales and diversion of funds.
4. *Challenger* explosion.
5. Student protests and political changes in China.
6. Increase of protectionism.
7. U.S. bombing of Libya, terrorist offensive in Europe.
8. Drop in dollar, revaluation of European and Japanese currencies.
9. War against narcotics traffic in Latin America and U.S.
10. Deterioration of political and racial situation in South Africa.

To our canvass can be added the top 10 stories as compiled by the editors of the *China Daily* of Peking:

1. Aquino's taking power.
2. *Challenger* explosion.
3. International sanctions against South Africa.
4. Deng's conditional offer to meet with Gorbachev.
5. Secret U.S. arms sales to Iran; diversion of funds to *contras*.
6. Radioactive fallout from Chernobyl.
7. Japanese yen appreciation, dollar's fall.
8. Inconclusive Reykjavik summit.
9. China's economic and cultural reforms.
10. Gorbachev's consolidation of power, reform program.

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Women and Global Issues

I (Jan) wish everyone who reads this would take even one class period to talk with students about some global issues that particularly affect women. I'd suggest the following information as thought starters.

Current data indicates that women make up more than half the world's population, do two-thirds of the world's work, but are paid only one-tenth of the world's wages.

from "Women and Global Education," Jan Drum and Doni Kwolek Kobus, Access, #6, May 1986, Global Perspectives in Education, Inc., 218 East 18th St., New York, NY 10003.

The unpaid labor of women in the household, if given economic value, would add an estimated one-third, or $4,000,000,000,000, to the world's annual economic product.

Rural women account for more than half the food produced in the Third World; for as much as 80 percent of the food production in Africa.

The hourly wages of working women in the manufacturing industry are on average three-fourths those earned by men.

In 1950 there were 27 million more boys than girls enrolled in primary and secondary levels of education; currently there are 80 million more boys than girls enrolled.

Both males and females born in developing countries have shorter life expectancy than babies born in developed countries; for males the average life span is 10 years shorter, for females it is 15 years shorter.

Nutritional anemia afflicts half of all women of childbearing ages in developing countries, compared with less than 7 percent of women of those ages in developed countries.

Ten of the eleven oldest democracies in the world waited until the 20th century to give women the right to vote: the first to grant electoral equality was New Zealand (1893), and the last was Switzerland (1971).

Although they comprise 50 percent of the world's enfranchised population, women hold no more than 10 percent of the seats in national legislatures.

From Women ... a world survey, Ruth Leger Sivard, World Priorities, Box 21140, Washington, DC 20007, USA.

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Here are some ways you might approach this subject:

- Allow students ten minutes in small groups to list questions the quotes raised for them. Discuss at least one question from each group.

- Two excellent films that would prompt further discussion are Small Happiness and Global Assembly Line. Check with area universities, libraries, or your other best film sources for those titles or for other films about the role of women around the globe.

- Using either the statistics or a short film as an introduction;

  — Ask students which gender they'd choose if they could pick. Why?

  — Which gender would they choose if they lived in the developing world? Why?

  — Do they think the distinctions between men's and women's experiences are fair?

  — Ask them to imagine they are the opposite gender and answer the questions above.

- Free writing might be a good way to respond to the questions above. In free writing, spelling, punctuation, and style don't count. In fact, it's best not to collect the work. The only rule is to keep writing. If a student can think of nothing to write, copy and recopy the question or her preceding sentence.

  — Take the final five or ten minutes to let students share thoughts if they want to. Don't be afraid of a little silence as they decide whether to talk or not.

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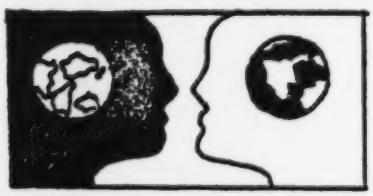
Global Designs

World views are images, templates, and patterns of believing and thinking that we apply to the world around us. Our images of the planet and its condition help us decide what it means to live responsibly. For example, if we see the world as a machine, we're likely to treat it in one way; if we see it as an organism, we'll treat it quite differently.

We share our assumptions about the nature of the world in many ways. Visual images can communicate our world view beautifully. "Spaceship earth," "the brotherhood of humankind," "wholeness," "interdependence," "multiple perspectives," "global society," and other phrases and concepts can be communicated visually.

Here are sample symbols from high school student clubs in two communities. They designed these symbols themselves.



We have collected examples of symbols and logos of organizations that sponsor international projects and support education on global issues. Their symbols are clear attempts to state visually some of the assumptions and big ideas that govern the goals and operations of the organization.

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Here are some ways you and your students might use these graphics.

- Can you match the visual with the name of the organization? What is your interpretation of the meaning of the visual? What does the visual say to you about the group's world view?

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- You could then call or write these organizations to check out your predictions.
- You could also collect more examples. And, of course, why not have students do some of their own logo designs — designs that would communicate to others the students' assumptions about how we can or should live together on this planet.

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Organizations

1. International Child Resource Institute
   2955 Claremont Ave.
   Berkeley, CA 94705
2. The Center for Human Interdependence
   114 Reeves Hall
   Chapman College
   Orange, CA 92666
3. The Whole Earth Papers
   Global Education Associates
   552 Park Ave.
   East Orange, NJ 07017
4. National College of Education
   Center for International Cooperation
   2840 Sheridan Rd.
   Evanston, IL 60201
5. InterAction
   American Council for Voluntary International Action
   2101 L St. NW, Suite 916
   Washington, D.C. 20037
6. Global Tomorrow Coalition
   1325 G St., NW
   Washington, D.C. 20005
7. Global Education: Minnesota (GEM)
   306 Wesbrook Hall
   Minnesota International Center
   77 Pleasant St. SE
   Minneapolis, MN 55455
8. Heifer Project International
   P.O. Box 808
   Little Rock, AK 72203
9. Progressive Space Forum
   1724 Sacramento St. #9
   San Francisco, CA 94109
10. Institute for Soviet-American Relations
    1608 New Hampshire Ave., NW
    Washington, D.C. 20009
11. The Asia Society, Inc.
    1785 Massachusetts Ave., NW
    Washington, D.C. 20036
12. The Heritage Foundation
    214 Massachusetts Ave., NE
    Washington, D.C. 20002
13. American Security Council
    Washington Communications Center
    Boston, VA 22713
14. The Stanley Foundation
    420 East Third St.
    Muscatine, IA 52761
15. Las Palomas de Taos
    P.O. Box 3400
    Taos, NM 87571
16. United Nations University for Peace
    P.O. Box 199
    Escazu, Costa Rica
17. Iowa Division, United Nations Association of U.S.A.
    26 E. Market Street
    Iowa City, IA 52240

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A.

B.

C.

D.

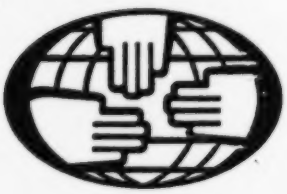
E.

F.

G.

H.

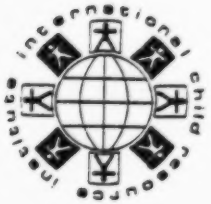
I.



J.

K.

L.



M.

N.

O.

P.

Q.

Key: 1. L, 2. J, 3. N, 4. I, 5. H, 6. O, 7. F, 8. Q, 9. K, 10. A, 11. C, 12. B, 13. M, 14. E, 15. P, 16. D, 17. G.

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"60 Minutes"

Every week, the television show "60 Minutes" presents three ready-made units for the classroom. Over 45 million people watch these 20-minute studies of social life. I (George) find myself saying things like "I never knew that," or "Can you believe that," or "I'm sure glad to hear about that issue; I didn't know something like that could be going on."

Over the years the program has become less sensational without losing its solid investigative reporting tone. It seems that in the past the case could be made that "60 Minutes" was out to "get" somebody. Now, for the most part, the goal is to expose the public to information, situations, and possibilities for living that will help them lead more informed and understanding lives. In this regard, "60 Minutes" is a real public service program, one that is successful on commercial TV.

Given that both public schools and "60 Minutes" think education about social issues is an important goal, it seems natural for teachers to find ways to use these highly informative and motivating reports in the classroom. And since so many of the episodes explore the themes of global education, they provide ready-made curriculum for the global educator.

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Here are a few of the ways you might consider using this resource.

- Have students watch an evening of "60 Minutes," documenting how a particular global theme such as cross-cultural understanding or developing perspective consciousness was dealt with in any of the three segments.

- Have a student or students video tape the show each week. The students could categorize this library of short reports by the global themes, issues, and concepts the class studies. Then students can view these independently as make-up assignments or as research sources for reports.

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- There are other ways to use your library of "60 Minutes" reports. You can show a report to the entire class. They are excellent motivators, and each one lasts only 20 minutes, which leaves time for the students to analyze the report, developing their skills in critical analysis and social inquiry.

- Follow-up activities could include:
  - — students doing their own video on the topic covered in the report.
  - — students taking pro and con positions on the report.
  - — students writing individual letters to "60 Minutes." Maybe one of these letters will be read on the air.

The possibilities go on and on. The point is that the medium can be used in such ways that students don't have to get bored with the format.

- It seems to me that another use in the classroom lies in the fact that the video can be stopped at points along the way. Then students could be asked what decision they would make based on the information they have received so far. Then more of the episode could be shown, the video again stopped, and students once again asked what their decision would be, based on the new information. You could even ask students what information they hope will come in the next section, the information they think should come, or even the questions they hope will be asked in the next section of the video.

Transcripts and/or tapes of "60 Minutes" segments previous to and including 1986 are available. Transcripts are free by writing: CBS Audience Services, 51 West 52nd Street, New York, New York 10019. Tapes cost $350.00 each and may be obtained by calling Martha Lyons at 1-800-CBS-ASK4.

Three reference books about "60 Minutes" are:

Minute by Minute by Don Hewitt, published by Random House.

60 Minutes by Axel Madsen, published by Dodd, Mead & Company.

Dear 60 Minutes by Kathleen Fury, published by Simon & Schuster, Inc.

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What Made Me Who I Am?

Developing a global perspective is much more than an academic exercise. Most of the people we know who care about the planet and work consciously to live responsibly attribute their attitudes and perspectives to important past experiences.

In one workshop we asked teachers to think back to those experiences that had a positive impact on their development as people committed to global education. Some found a travel/study experience especially meaningful in opening them up to the rest of the world. Others found that living with or meeting people from other cultures awakened in them awareness and appreciation of differences.

Whatever the experience, the stories tended to be very personal in nature. Several people mentioned experiences when warfare touched their lives. For some, caring for their own children led them to want to care for posterity.

We undertook this exercise for three reasons. First, we wanted to get to know the people with whom we were working so that we could uncover common ground for sharing. Second, we wanted to encourage them to consciously think about the fact that they did care about their world. Third, we wanted to identify kinds of experiences that could prompt more people to be concerned about the welfare of the planet.

We followed the discussion of "what made me who I am" with a brainstorming session to identify ways that people could reproduce such experiences with students. It seems likely to us that students will learn to care about the world in much the same way that we did.

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- We decided that before you attempt to broaden your students' global perspective, it's a good idea to collect from them some information that will give you an idea of where they are and what their experience base is. You could ask your students if they have had experiences with travel, warfare, or international exchange. Ask them what other ways they have learned about the world outside their own community.

- Another informative activity is to have students complete this phrase: When I think of the world, I think of a place that _____.
  To complete this exercise, they could write in phrases to fill in the blank, draw a picture, or make a collage.

- After you and your students have shared perceptions about the world, together you could decide how to apply some of the ways identified here that develop global perspectives. The students could

  — Plan a trip;

  — Read stories from other cultures;

  — Meet people from other countries;

  — Care for the planet and posterity through work on a hunger or ecology project;

  — Interview their parents.

- The workshop format described on the front worked well. We included it in case you might be considering a staff meeting or an in-service on global education.

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Who Are The Kids?

Here we go again! It's fall. An important and fun part of a new school year is the time we spend getting to know the kids, what they believe and value about the world, and how they think it works.

I (George) learned about the importance of getting to know the kids one fall when I undertook to teach a group of eighth graders about Africa. I walked into the classroom and announced that I would be teaching them about Africa and that I wanted to begin by telling them some of the things Africa wasn't. I told them that Africa wasn't all jungle and that Tarzan didn't live there. The students were surprised. In the first place, they had never heard of Tarzan, and it had never occurred to them that Africa was all jungle. I was trying to eliminate stereotypes that didn't exist. With all my good intentions, I started to teach before I knew who I was teaching. Wasted my time and theirs.

Here's a list of questions Farren Webb and I developed to guide us in getting to know the kids and their views of the world.

> What are some things we have now that we didn't have twenty years ago?
>
> What do students your age value? (You may have to offer an example such as music to get them started.)
>
> What do you know about various kinds of people, for example, rich people, poor people, city people, country people, blacks, hispanics, anglos, bikers, singers, writers ...?
>
> Who are your heroes?
>
> In what parts of the world have you visited or lived?

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With what kind of people do you like to be friends?

What are your favorite TV shows?

Of what are you afraid?

In addition to just asking these questions directly, you could try some of the following activities as a way of learning more about your students. Then what you teach should relate to what the students know and don't know about the world.

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- Credit for this first activity goes to Bill Melvin of Fullerton, California. Have your students write an "I do not understand" poem as follows:

  a. Begin the poem with "I do not understand."

  b. Have the student list three things he or she does not understand about the world or people.

  c. Then name the thing or things she or he does not understand most of all; this can be new things or ideas already mentioned.

  d. Students end the poem by stating something they do understand. Everybody is a poet, and this will be a good format for releasing their natural poetic instincts.

- Another poetic activity is one which can be used to help you get to know your students or to gather feedback from them after an activity. Have students complete each of the following phrases with just a few words:

  I saw ... I heard ... I learned ... I am ...

  This could be a variation of the "What I Did On My Summer Vacation" assignment. As a concluding activity, have each student indicate his or her favorite of the four phrases. Then you read them, one heading at a time, back to the students as found poetry.

- Another way to learn more about who the kids are is to have them write a statement or tell you (privately) something everyone needs to learn about the world. You can extend this into an agree/disagree activity by having students collect signatures from as many of their classmates as they can convince to agree with their statements.

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I Know, I Know ... But

Recently George was sitting on an airplane next to a mother who was exhorting her son of seven or eight to remember that there was another way to do the puzzle in the airline magazine, a way that was not as easy as the approach he was taking but was more along the lines of the puzzle's intent. The boy said, "I know, I know ... but," quickly before the mother could even finish giving her advice. Yet he continued to work the puzzle in the way he had originally chosen.

As we talked about this incident we remembered how often one of our children or a friend, colleague, or spouse would say to one of us (before we had even finished giving them our good advice), "I know, I know ... but." Often the phrase is finished with advice back to us: "I know, I know ... but why don't you just leave me alone?"

Almost always the point of the exchange is that **knowing** isn't going to be an important determinant of behavior! In fact, it almost seems that what we know or think we know in these instances blocks us from learning and changing our behavior.

Jan was reminded of an acquaintance who is a psychology professor but who can't seem to get along well with his fellow faculty members. It sometimes seems that the fact he's supposed to know a lot about human behavior makes it impossible for him to look at the dynamics of his personal situation and become vulnerable enough to build strong friendships.

And George was reminded of a story about moving beyond the "I know, I know ... but" syndrome. A preacher had a good friend who smoked. They were riding together in a car and the smoker's granddaughter of four was with them. Once again the preacher raised the topic of smoking, and once again he got nowhere as the grandfather, at least figuratively responded, "I know, I know ... but." Then the granddaughter said to her grandfather, "Granddad, don't you like me? If you smoke, you'll die; and I won't be able to see you!" The grandfather quit smoking at that moment.

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All of these instances made us wonder if being more conscious of the "I know, I know ... but" response would prompt us to different behavior. If we start noticing when we respond this way, might we then move on to ask, "Why do I choose to ignore this knowledge?" And might such questioning prompt us to change our behavior?

Perhaps you can explore such issues with your students.

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- Have your students find instances in news magazines where "I know, I know ... but" seems to be the response.
- Have the students make up skits showing an interchange between people that ends with "I know, I know ... but."
- Have everyone in the class stand up and then see how long people remain standing as you ask a series of questions. Anytime they have to answer no, they must sit down. Ask questions like:
  - Do you floss your teeth everyday even though you know you should?.
  - Do you wear a seat belt every time you get in a car?
  - Do you eat junk food even though you know it's bad for your health?

  After everyone is seated, introduce a discussion of the "I know, I know ... but" reaction with some of the anecdotes listed above.

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A Day in the Life of America

Japan, Israel, Australia, and now the United States have participated in a unique photographic event. On one single day, famous photographers spread across each nation to capture part of the essence of the people. The results are available in book form for each country.

In the United States the task was to compile "a visual time capsule" of everyday life. The result was more than 200,000 images of the United States, all taken during the twenty-four hours of an otherwise ordinary Friday in May 1986.

This process can provide a way for citizens, particularly young citizens, to explore who we are as Americans, and it offers them a format for learning about others and comparing themselves to others.

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- An initial activity might be to have the students guess what pictures they are most likely to see in the book. Then have them check the book to see how many of their guesses are correct. A follow-up discussion would focus on what they saw in the book that they didn't expect to see and why they were surprised.

- Using the pictures, have the students write fifteen statements about the United States. When they share their statements explore: Which statements are repeated most often? Which statements can be made as generalizations for the whole country? Which can't and why?

- Students could take Polaroid pictures of their community to add to the pictures in the book. How are the pictures they took similar to those in the book? How are they different?

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- Using the book, trace a global theme, issue, or concept — for example, systems, change, or conflict. Then suggest that students trace a similar theme through photos of their own community.

- Using news photos and stories, have students collect an **hour** in the life of America and then compare that to the same hour in the life of the world.

Note: An excellent sampling of A Day in the Life of America was published in the October 27, 1986 issue of Newsweek.

To order the books:

A Day in the Life of America, New York: Collins Publishers. 268 pp. $39.95.

A Day in the Life of Japan, New York: Collins Publishers. 236 pp. $39.95.

A Day in the Life of Australia, New York: Collins Publishers. 288 pp. $39.95.

The Israelis: Photographs of a Day in May, introduction by Amos Elon, Keter Publishing Ltd./Harry N. Abrams. 256 pp. 287 color plates. $35.00.

Written by: Jan Drum and George Otero

A project of The Stanley Foundation, 420 E. Third St., Muscatine, Iowa, 52761, (319) 264-1500, in collaboration with Las Palomas de Taos, Box 3400, Taos, New Mexico 87571, (505) 758-9456.

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Teachable Moments

A quick reference and teaching aid about global perspectives in education, focusing on
- **developing perspective consciousness**
- **increasing state-of-planet awareness**
- **valuing diversity**
- **living responsibly with others**
- **building the capacity to change**
- **understanding world issues and trends**

More Or Less

This is a very simple activity that works well in prompting people to talk about the state of the world and about perspective consciousness. All you have to do is have students bring in pictures of things that they believe we need more of and things they believe we need less of in today's world.

Here are some things that you can do with the pictures.

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- As they hang their pictures on a bulletin board, have students explain their choices. Is this a picture of something we need more or less of? Why?

- Divide your class into student groups of three or four. Distribute the pictures in such a way that each group has pictures other than those selected by group members. As a group, they should decide whether the picture represents something we need more or less of in the world today. After the group has decided, the student who initially brought the picture can explain his or her choice.

- As a follow-up, ask students, based on the pictures they chose, to make a statement about their preferred state of the world. For example, a student might say, "My choices indicate that I want a more peaceful world," or "... a less polluted world," or "... a more automated world." See if certain desirable states are repeated often.

- Another follow-up is to ask students to suggest ways to have more of the things that they think we need more of and ways to have less of the things they think we need less of.

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- You can make the assignment more specific by having the students bring in things we need more and less of if we are to have a peaceful world, or things we need more or less of if we are to improve the global ecology, etc.

- The three-minute, nonnarrated, 16mm film More can be used with this activity. It would be a great motivator to help students find their own pictures and also makes a thought-provoking statement about consumption. The film was originally distributed by MacMillan Films. It is now available from: Films, Inc., 5547 N. Ravenswood Ave., Chicago, Illinois 60640-1199. Their toll-free phone number is 1-800-323-4222; ask for the Education Department. The rental fee is $35.00 per day, or to buy it outright costs $160.00

Global Realities and Student Leadership:
A Special Retreat at Taos, New Mexico, for High School Teams

The retreat is a five-day residential, international education experience for high school students and faculty advisors. Participants will study and discuss two critical topics in international studies — the threat of war and global inequality. They will also benefit from time spent exploring the multi-cultural environment of Taos, New Mexico.

During the school year 1987-88, three conferences are scheduled:

Friday, December 4, 5:00 p.m. — Wednesday, December 9, noon.

Friday, March 11, 5:00 p.m. — Wednesday, March 16, noon.

Friday, March 18, 5:00 p.m. — Wednesday, March 23, noon.

For more information, contact:

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The Whole Story

We want to explore a common myth — the myth that newspapers tell the whole story. For example, recently the local paper in Taos printed a story about tourism in northern New Mexico. In that story the reporter quoted me (George) as saying that tourism is bad, but I put an important condition on that remark. I made the case that accepting tourism without any reservations (no pun intended) can be destructive to a community. For instance, tourism raised land values beyond the means of most of the community, increased traffic problems outrageously, and fostered the idea of a people's culture becoming a commodity.

Having my ideas misrepresented wasn't a serious problem, but what if my freedom or my livelihood or our national security had been affected by what I had or hadn't reportedly said?

When an article is written about me I know it's almost never the complete truth. A host of objections occur to me. I feel misquoted, that the story focuses on the wrong aspects of an event, or that significant information has been omitted.

On the other hand, when reading an article in the same paper, one that looks at an incident or situation that doesn't involve me, I tend to read it differently. I seem to accept that report or story as the truth, the "whole" story. Why?

Susan Sontag, author and film director, says, "Every medium creates a primary illusion". A newspaper's primary illusion is that it presents the "whole" story. Students who are conscious of this can be more critical in their reading of the newspaper and less likely to accept what they read at face value as representing all that needs to be known about the incident or issue.

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- Students can bring in a current newspaper story and then list ten questions they still have about the event that the story doesn't answer.

- Take a local news story and have everybody in the class collect additional relevant information that is not in the newspaper. (Have them make sure that their information is verifiable in some fashion and not rumor.) For example, students could telephone the parties involved to get their versions. Check with the mayor to see if she was quoted correctly.

- Have students visit an event that is likely to be the subject of a news report. Have them compare their perceptions of the event with the newspaper coverage. On what did the paper focus? What did it leave out? Why?

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What's Left to See?

We are struck by the fact that we often miss much of the world's richness and diversity because we are inattentive. Kitty Otero, George's wife, prompted us to explore this issue anew when she shared the following quote from D.H. Lawrence:

> Superficially, the world has become small and known. Poor little globe of earth, the tourists trot round you as easily as they trot round the Bois or round Central Park. There is no mystery left, we've been there, we've seen it, we know all about it. We've done the globe, and the globe is done.
>
> This is quite true, superficially. On the superficies, horizontally, we've been everywhere and done everything, we know all about it. Yet the more we know, superficially, the less we penetrate, vertically. It's all very well skimming across the surface of the ocean, and saying you know all about the sea. There still remain the terrifying underdeeps, of which we have utterly no experience. (From Phoenix: The Posthumous Papers of D.H. Lawrence, edited by Edward D. McDonald, The Viking Press, 1964.)

As our conversation continued, Kitty provided another wonderful illustration of life's richness. She reported that for a recent National Geographic story which contained twenty good photos, the photographer took 20,000 photographs. For him to get twenty good photos, he needed to look at things 20,000 different ways.

As we talked about these examples, we wondered why we are willing to settle for superficial impressions and understandings? What distracts us from probing the depths?

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- A first teaching idea would be to read Lawrence's quote and then explore with the students the questions listed above.
- You could have students focus on a specific object or place and ask them to list twenty, thirty, or even fifty descriptive aspects about it.
- In a writing class once, I (Jan) asked students to walk through a park and notice enough details about the park to be able to write a short story with that setting.
- If you have budding photographers in your class, they might enjoy taking numerous photos of a certain object or place and then selecting the few best and most representative and communicative about it.

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The African Farmer and Her Husband

What follows is an exploration of our very human tendency to overlook much that could be clearly apparent to us. A concrete example of this tendency is the way we deal with gender roles in looking at our world. I (Jan) stumbled onto some activities that sensitize men and women to their tendency to assume gender when I was making a presentation to a friend's class. I called the presentation, "What's missing from this picture?" because I hoped the class members, who were studying such global issues as development, would begin to think more about the roles of women in many global situations.

I gave the students a series of puzzles which we discussed, one at a time. Here are the puzzles:

The first is a riddle. A father and a son are in a terrible automobile accident. Their injuries are so severe that they are taken to separate hospitals. The son required immediate surgery, so a leading surgeon was rushed in. The doctor walked into the operating room, looked at the patient, and said, "I can't operate on this boy. He's my son." How could this be true?

The answer of course is that the surgeon was the boy's mother.

The second puzzle comes from a story I heard about agricultural accidents with pesticides. One of the pesticide manufacturers, in an effort to be sure that their product was used safely, held seminars for Iowa farmers. They taught the farmers how to handle the pesticides; they told them how long to stay out of the area after application; and they told them how to clean up after pesticide use. The company was troubled because even after the seminars there continued to be numerous incidents of pesticide misuse and ensuing complaints. Why?

The explanation is that in most cases the farmer who attended the seminar was a man who ran a family farm. On a family farm quite often the women work in the fields, oversee the children, and do much of the clean-up and most of the laundry.

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Unless the man who attended the seminar shared the information thoroughly with his wife, she may not have known that she should keep the children away from the area long after the work had been completed, that she should be sufficiently careful with the pesticide herself, and that there was a laundering procedure to properly eliminate pesticide residue.

Finally I told them the classic development puzzle about the UN agency that provided training in appropriate farm technology to all of the men in one African village only to discover afterwards that no change or improvement in farming took place.

The title of this issue of Teachable Moments should be a clue to the solution of the puzzle.

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- An obvious activity is to share these puzzles with the class and then ask them to share puzzles of their own. In addition the students could provide examples from their lives where their conditioning about gender roles resulted in misunderstanding or mistakes.

- Encourage students to find phrases similar to the title of this piece that jarred them into considering a point of view they may have overlooked. They could check magazine indexes or the card catalog in the library, television programming guides, posters and poster catalogs, and even sermon titles on church boards.

- Have students look at advertisements or articles in newspapers. When they come across words that are not gender specific (like "people" or "human beings") have them substitute "men and women." Does the substitution change the meaning for them?

- The following chart provides supplemental information for your students as they explore more consciously the lives of both men and women in the world.

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The Division of Labor: % of Total Labor Hours

	Men	Women
Cuts down the forest, stakes out the fields	95	5
Turns the soil	70	30
Plants the seeds and cuttings	50	50
Hoes and weeds	30	70
Harvests	40	60
Transports crops home from the fields	20	80
Stores the crops	20	80
Processes the food crops	10	90
Markets the excess (including transport to market)	40	60
Trims the tree crops	90	10
Carries the water and the fuel	10	90
Cares for the domestic animals and cleans the stables	50	50
Hunts	90	10
Feeds and cares for the young, the men and the aged	5	95

Source: UN Economic Commission for Africa.

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Calendars

For exploring such global themes as diversity and multiple perspectives, calendars are an excellent, plentiful, and readily available resource.

We both love calendars, but George is perhaps most extreme. He always has several hanging on his walls—images of the West, a beautiful Third World calendar, UNICEF's children's art, quotes from Nobel Peace Prize winners, and the local school calendar. Jan prefers the desk varieties, so in addition to a wall calendar, she usually has Sierra Club photos and Far Side cartoons around. The wide variety of shapes, sizes, and formats enhance the possibilities for calendar use.

We thought year's end was a good time to mention our calendar fetish, because you and your students can start saving and collecting used calendars, seek out interesting new ones, and watch for the half-price sales after the first of the year.

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- To help students experience and understand the value of multiple perspectives, divide them into trios or quartets. Give each group several calendars. Have each student in each group privately select a favorite and least favorite picture. Each student should then share his or her choices and the reasons for them with the small group. Once everyone is back in a full class discussion, ask if they chose the same pictures and if there were right or wrong choices. (We hope the answers will be no.) Then discuss with the students what the exercise taught them about people's opinions and the way they act with one another.

Once you're ready to take the calendars apart, here are some activities:

- Have students select a picture and then group with four or five other students who have pictures that they think illustrate a common theme or category (e.g., water, children, nature, conflict). Then have them regroup to create new themes or categories. In a variation of this activity, you distribute selected pictures and suggest your own activities.
- Students can choose a theme and make collages around the theme from varied calendars.
- In language arts classes, students might want to select a picture or series of pictures as a focus for a story or poem.

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- Students might select pictures that remind them of a poem, story, or essay they've already studied. Students could guess what one another's choices portrayed. It would also be interesting, especially with poetry, to see if everyone picked similar pictures for the same poem.

Make your own calendars!

- Have students collect holidays and special days (e.g., Grandpa's birthday, first human flight, etc.) from as many sources as possible and make one master calendar full of information. This could be an ongoing class activity.
- Have students design their own calendars with pictures from all over the world that express a common theme. UNICEF has done this with such varied themes as desserts, play, and families.
- In teams, have students design calendars with posters using a social message for each month.

Finally, here are sources for a few of our favorite calendars:

UNICEF Wall Calendar $ 3.50
Illustrated with art from children around the world. Contact: United States Committee for UNICEF, 331 East 38th Street, New York, NY 10016

Church World Service Global Calendar $12.00
Beautiful pictures with diagrams, illustrations, charts, and short stories. Contact: Church World Service, P. O. Box 968, Elkhart, IN 46515-0968

UNICEF Engagement Calendar $ 9.00
With 56 photographs, 1988 looks at the diverse lives of those who make the desert their home. Contact: United States Committee for UNICEF, One Children's Boulevard, Ridgely, MD 21685

Children of the World Calendar $ 8.95
Also available from this source are "One World," "One Family," and "Around the World." Contact: Pomegranate Calendars and Books, Box 980, Corte Madera, CA 94925

The World Calendar $10.95; 2 or more, $10.25
Information on worldwide religious holidays, civil holidays of many countries, birthdays of world leaders. Illustrated. Also a $1.00 teacher's guide of 22 projects incorporating this calendar. Contact: Educational Extension Systems, P. O. Box 11048, Cleveland Park Station, Washington, DC 20008; (703) 548-1509

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